Reflection



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| Name: Jennifer Strawn |
| Date I presented my lesson: October 9, 2014 |
| Site school and grade level: North Ridge Middle School 7th grade math |
| What my lesson was about: Converting values between the metric and customary system |

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| **What I thought went well:**  I thought my lesson went smoothly as a whole. The students enjoyed learning the lesson because they were able to discover the approximate conversion factor before it was given to them. They remembered the idea of converting because they kinesthetically manipulated the liquid into cup containers from the liter as well as manipulate the meter length into ruler-sized parts. By the time they finished discovering the conversion factors the students developed a better understanding of converting. Also, they were able to construct a process that would allow them to figure out the proper math formula to calculate multiple liters or feet.  The students understand setting up a WGU chart (Word, Given, Unknown) and where to place each value to solve the proportion. They also understand when they can use a scale factor and when they have to use a proportion. I know they understand it because multiple students were raising their hands to tell me how they set up the chart and what process they need to use to find the answer.  The students had fun pouring and measuring different amounts. Many of them estimated similar numbers to the actual amount and they were all involved in that process. The participation in the class was 100%. All the students enjoyed discovering math on their own instead of being told the skills in notes. |

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| **What I think my students learned and how I could tell they learned it?**  The students learned the process of converting a measurement from one system to another by using a WGU chart correctly and by setting up correct proportions. I could tell they learned it because when I was doing examples, multiple students would respond and could tell me how to set it up. Also, when I was walking around the room helping, the students would have the correct proportions on their paper.  The students learned that they could use a scale factor when they could multiply a number to get them from the original numerator to the new numerator (for example, what times one is six? Scale factor is six). And then they took the number they multiplied with and multiplied that to the denominator to find the answer. The students grasped this topic from the beginning of the activity because when the pouring activity was over, the students were able to estimate about how many cups would be in two liters mentally, and they used a scale factor to find the answer.  The students were able to identify when they could not use a scale factor and in that case, they would have to use cross products to make a one-step equation. I know the students understood this by the end of the lesson because several students that did not previously understand asked for one-on-one clarification on which solving strategy to use on each problem and then they were able to solve the converting problems on the worksheet using both solving strategies.  The students used both solving strategies correctly to discover the correct answer because the groups were putting down the correct answers on the Socrative website, and they can only get those answers using scale factor and cross products correctly. |
| **What I should have done:**  Reflecting back on my lesson, there were multiple things that I could have done to improve my lesson. For example, I could have demonstrated the activities, so the students would not have any confusion on the task they were doing. Demonstrating will save time and would improve the students understanding of their goal and what is expected of them during and after the activity.  For the example questions, I could have had the students help set me set up the problem and then have them solve, so depending on how they did and if the majority understood, I could have had them start working in their groups, instead of doing another example problem. That would of saved some time.  For the assessment, I could have had the groups solve for number three and put their answer on Socrative then continue on the number four. Since different groups work at different paces, some groups were waiting a while for another group to finish. By allowing each group to go at their own pace, groups will be able to accomplish more questions, which results in a higher level of mastery of the topic.  When working a problem on the document camera, I need to watch the screen to make sure the students can see what I am doing and I can point to numbers on the projector screen instead of on the document camera. Also, I could have done a better job of making eye contact with my students. Most of the time I was writing, I was looking down at the problem. It would have been better to look at my students while asking questions instead of looking at my paper.  For the overall lesson, I could have set a timer, so I keep the class on pace, so they will be able to finish everything they are supposed to and they have time to clean up before the bell rings. |

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| **What I have learned:**  By teaching my seventh grade class, I was able to learn the difficulty of writing an original lesson and the challenge of creating an activity to connect the lesson. Especially in math, notes are the common teaching strategy and students are bored of learning everything the same way. I learned that students bring a new excitement level when they are given the opportunity to familiarize themselves with the topic and discover the connections, formulas, and short cuts, a strategy known as visual math, before they are taught the concepts. This allows students to think for themselves and develop an understanding beyond the teacher’s notes because they did it on their own. I learned the importance of the student’s role in their own learning through teaching this lesson.  I also learned the importance of time management while teaching. In the lesson plan, it is important to allot a specific number of minutes to each part, so the lesson will be complete. By not keeping track of time, the end of class will be rushed and chaotic, so I learned that managing time is key for an efficient lesson.  Another thing I learned is that when students work in groups, it is easier for them to get off task. It is evident that some groups were working the whole time, while other groups would become distracted and stray off topic. It is important to allow students to collaborate and compare answers, but only talking about math. In the future, I will have students work independently and discuss the problems when they are stuck or checking work with a classmate. This will eliminate the noise level, increase the number of problems finished, and will narrow the focus of the students.  When presenting a problem on the document camera, it would be better to write the problem down and speak to the students, instead of talking while writing at the paper. I learned that it is important to use the document camera confidently which will increase the more I experience I have with it.  When teaching a lesson, it is important to get and keep the students involved. Student-centered learning is the best type of learning. This can be done by kinesthetically manipulating objects, actively listening and participating during examples, and visually watching the problem being worked out. The more learning styles represented, the better the students will learn. When the teacher has broadened the spectrum of teaching, the students in turn, will broaden their spectrum of learning.  The last thing I learned was to begin my lesson confident. I usually begin nervous and once I get going, the nervousness disappears because I am so caught up in teaching and the joy I receive while doing so. I enjoyed teaching this lesson and learned different things I will change in the future and remember in future lessons I teach. The experience this lesson has given me has taught me to be a better teacher and communicator. |